



2012 MCAS Alternate Assessment (MCAS-Alt): State Summary of Participation and Performance

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Commissioner

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Commissioner's Foreword

Dear Interested Parties:

I am pleased to present a statewide summary of the participation rates and performance results of students with significant disabilities who participated in the 2012 MCAS Alternate Assessment (MCAS-Alt). The MCAS-Alt evaluates and reports on the annual performance of these students in meeting state standards and provides parents and teachers with vital information to assist in monitoring their children's progress. More than 9,300 students in grades 3–10 participated in the 2012 MCAS-Alt.

Students with significant disabilities are required by law to participate in statewide academic assessments and to be counted in overall performance results. The Commonwealth is required to report aggregate results publicly to hold schools, districts, and the state accountable for the performance of all students. Additionally, under the most recent reauthorization of the Elementary and Secondary Education Act (ESEA), federal law requires that students with significant disabilities be included when determining whether all students participated in MCAS assessments, and whether each Massachusetts school and district is making progress toward reducing proficiency gaps. As of February 2012, under ESEA, the Progress and Performance Index (PPI) has replaced Adequate Yearly Progress (AYP) as the primary measure of accountability for districts and schools.

In 2012, approximately 80 percent of students earned a score at the *Progressing* achievement level on their MCAS-Alt portfolios. The high percentage of students at this level indicates that most students with significant disabilities are being provided with challenging educational opportunities to address the Massachusetts curriculum frameworks and are achieving their academic goals with a high degree of accuracy and independence.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Executive Summary

The participation and performance of students with disabilities in the 2012 MCAS-Alt administration are summarized below. Please see Appendix D for Achievement Levels and Descriptors.

- The number of students in grades 3–10 participating in alternate assessments increased slightly, from 9,325 in 2011 to 9,386 in 2012. The 9,386 represents 1.7 percent of the total tested population, and 8.8 percent of students with disabilities in the grades tested by MCAS.
- In English Language Arts (ELA) and Mathematics, averaged across all grades, 80 percent of students performed at the *Progressing* level, a slight decrease from 2011. In the highest-achieving grades and subjects, grade 3 ELA and grade 5 Mathematics, over 85 percent of students performed at the *Progressing* level.
- In Science and Technology/Engineering (STE), 82 percent of students in grade 5 performed at the *Progressing* level, a slight increase from 2011 to 2012, while 72 percent of students in grade 8 performed at that level, a decrease of five percentage points from 2011. Among students taking one of the four high school STE tests (Biology, Chemistry, Physics, and Technology/Engineering), 59 percent performed at the *Progressing* level, an increase of three percentage points from 2011.
- Student achievement at the *Emerging* level, averaged across all grades in ELA and Mathematics, remained relatively unchanged between 2011 and 2012, at eight percent of students in ELA and six percent of students in Mathematics. A higher percentage of high school students performed at the *Emerging* level than did students in other grades in ELA, Mathematics, and STE. In ELA and Mathematics, approximately 20 percent of students performed at the *Emerging* level, and in the four high school STE tests (Biology, Chemistry, Physics, and Technology/Engineering), 16 percent of students performed at this level.
- Student achievement at the *Awareness* level, averaged across all grades in ELA, Mathematics, and STE, remained relatively unchanged from 2011 to 2012 at between 0.5 and 1.0 percent of students taking the MCAS-Alt; 1.4 percent of students performed at this level in high school STE, an increase of almost one percentage point.
- Across all grades and content areas, the percentage of students whose portfolios were determined to be *Incomplete* increased to 11.4 percent, an increase of 1.6 percentage points from 2011. In ELA, the percentage of incomplete portfolios ranged from a low of 4.8 percent in grade 4 to a high of 14 percent at the high school level. In Mathematics, the percentage of incomplete portfolios ranged from a low of six percent in grade 5 to a high of almost 17 percent at the high school level. In STE, the percentage ranged from a low of six percent in grade 5 to a high of 22.6 percent at the high school level. The increase in the number of student portfolios submitted with insufficient evidence reflects the need for educators conducting the MCAS-Alt to remain current regarding portfolio requirements and to attend at least one statewide training session each year.

- Forty-six subject area “competency portfolios” (i.e., portfolios based on *grade-level achievement standards*) were submitted in spring 2012 for 32 students in grades 9–12. A total of 7 students met the Competency Determination (CD) graduation requirement by achieving a score of *Needs Improvement* or higher on their high school MCAS-Alt portfolio: one student in English Language Arts (ELA), one in Mathematics, and five in STE. Additional information on portfolios submitted for the Competency Determination can be found on page 9 of this report.

Table 1. 2012 MCAS-Alt Statewide Results by Subject

Subject / Grades	MCAS-Alt Achievement Level										Total MCAS-Alt Portfolios	
	Awareness		Emerging		Progressing		Needs Improvement		Incomplete			
	#	%	#	%	#	%	#	%	#	%	Number	%
ELA (All Grades)	72	0.8	762	8.7	7,081	80.6	5	0.1	866	9.9	8,786	100
Mathematics (All Grades)	94	1.0	562	6.3	7,195	80.2	15	0.2	1,107	12.3	8,973	100
Science and Technology/ Engineering (STE) (Grades 5 and 8)	14	0.6	306	13.3	1,783	77.5	0	0.0	198	8.6	2,301	100
High School STE (Biology, Chemistry, Physics, and Tech/Eng)	14	1.4	168	16.2	615	59.3	5	0.5	235	22.7	1,037	100

I. Introduction

This report describes the statewide participation rates and performance results from the spring 2012 administration of the MCAS-Alt in English Language Arts, Mathematics, and Science and Technology/Engineering. The MCAS-Alt has been administered annually since spring 2001 and is offered in every subject and grade for which a standard MCAS test is required.

This report also presents information on the students who participated in MCAS-Alt, including the nature of their disabilities, the participation of students in MCAS-Alt relative to students taking standard MCAS tests, and the methods used to evaluate student portfolios and report student scores and achievement levels.

State summaries of MCAS-Alt for 2001–2011 are available on the Department’s website at www.doe.mass.edu/mcas/alt/results.html.

II. Background

According to state and federal laws, all students, including students with disabilities, are required to participate in statewide assessments. Student with significant disabilities who are unable to take the standard MCAS tests, even with accommodations, must take the MCAS Alternate Assessment (MCAS-Alt). Decisions as to how each student with a disability will participate in MCAS are made by the student’s Individualized Education Program (IEP) or 504 team and must be documented in the student’s IEP or 504 plan. Information about the participation of students with disabilities in MCAS is available on the Department’s website at www.doe.mass.edu/mcas/participation/.

For each student scheduled to participate in the MCAS-Alt, schools must submit a portfolio consisting of work samples and other evidence based on the grade-level content found in the Massachusetts Curriculum Frameworks that has been modified to reflect challenging and attainable academic goals for each student. The basis for modifying academic curriculum for students taking the MCAS-Alt is described in the *Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities (Fall 2006)*, available on the Department’s website at www.doe.mass.edu/mcas/alt/resources.html.

The purposes of the MCAS-Alt are to determine:

- the extent to which students are addressing, in their alternate assessment portfolios, the challenging academic knowledge and skills described in the Massachusetts curriculum frameworks;
- the extent to which each student has learned the academic skills, concepts, and content they were taught;
- whether teaching and learning has improved as a result of the MCAS-Alt.

Participation Guidelines

A student with a *significant cognitive disability* is considered for an alternate assessment by his or her IEP or 504 team when he or she:

- receives routine academic instruction based on learning standards in the curriculum frameworks for which the level of complexity of content and skills has been modified and is well below the expectations of a non-disabled student enrolled in the same grade;
AND
- receives intensive, individualized instruction across all settings in which a subject is taught, in order for the student to acquire, generalize, and demonstrate knowledge and skills;
AND
- is generally unable to demonstrate knowledge and skills on a standardized paper-and-pencil test in the subject being assessed, even when accommodations are provided.

In addition, students with other complex and significant (though not necessarily *cognitive*) disabilities may be considered for an alternate assessment if their disabilities would present *unique and significant challenges* to fully demonstrating their knowledge and skills on a standardized paper-and-pencil test, even if accommodations are provided.

Portfolio Contents and Structure

“Evidence” is collected by the student’s teacher and related service providers throughout the year in the subject being assessed, and is organized in a portfolio that includes the following types of products and information:

- Work samples, video clips, and/or photographs documenting the student’s performance of tasks based on the standards being assessed.
- Data charts documenting the student’s performance over a period of time during activities based on the learning standards being assessed. Data must be collected on at least 8 different dates and must begin at a level of accuracy and/or independence below 80 percent in order to show that the student was taught new skills, knowledge, and concepts.
 - Accuracy is the percentage of correct student responses.
 - Independence is the percentage of instances in which the student required *no* assistance in attaining the correct answer.
- Supporting documentation, including descriptions provided by the teacher, reflection sheets allowing the student to evaluate his/her own performance, and other evidence that indicates how the student was instructed and/or how he or she demonstrated knowledge and skills in the subject being assessed.

Development of portfolios is guided by information in the *Educator’s Manual for MCAS-Alt*, which is updated annually, distributed at Department-sponsored training events, and posted on the Department’s website at www.doe.mass.edu/mcas/alt/resources.html.

Scoring MCAS-Alt Portfolios

Once student portfolios are submitted to the Department in early April, they are reviewed and scored by scorers that are supervised by Department staff. Prospective scorers receive extensive training and must qualify to become scorers. Scorers are monitored closely for accuracy and consistency during the scoring process. The Rubric for Scoring Portfolio Strands is used as the basis for scoring all student portfolios, and is shown in Appendix E. Educators must be aware of current portfolio requirements, since portfolios that lack the minimum required evidence and information are scored *Incomplete*. Detailed information on scoring portfolios is found in the *2012 Guidelines for Scoring Student Portfolios*, which is available at www.doe.mass.edu/mcas/alt/results.html.

A score appeal process enables a perceived inaccuracy in the scoring of a student's portfolio to be initiated by a school and addressed by the Department. Upon submission of an appeal, the student's portfolio is reviewed by a panel of expert scorers and rescored if necessary.

III. Student Participation in 2012 MCAS-Alt

A total of 9,386 students in grades 3–10, or 1.7 percent of the total assessed population, participated in the MCAS-Alt in one or more content areas, as shown in Table 2. A slightly higher relative proportion of students in grades 3–8 took the MCAS-Alt compared with students in grade 10. Slightly more students were alternately assessed in Mathematics than in English Language Arts (ELA). See Appendix B for the MCAS-Alt participation rates in each grade and subject.

Between 7.6 and 10.4 percent of all assessed students with disabilities in each grade participated in the 2012 MCAS-Alt. See Appendix C for comparative rates of participation in each MCAS assessment format (i.e., routinely tested, tested with accommodations, or alternately assessed).

Table 2. Rate of Participation in MCAS-Alt by Students with Disabilities in Grades 3–10 in at Least One Content Area

Year	Total Students Taking MCAS-Alt	Percentage of All Assessed Students Taking MCAS-Alt	Percentage of Students with Disabilities Taking MCAS-Alt
2004	5,139	1.0%	5.5%
2005	6,131	1.2%	6.4%
2006	7,006	1.3%	7.7%
2007	7,621	1.4%	8.4%
2008	8,199	1.5%	8.4%
2009	8,738	1.6%	9.0%
2010	9,286	1.7%	9.1%
2011	9,325	1.7%	8.6%
2012	9,386	1.7%	8.8%

Table 3 shows the number of students with disabilities who took the 2012 MCAS-Alt in each grade and subject.

Table 3. Participation in 2012 MCAS-Alt by Grade and Subject

Grade	English Language Arts	Mathematics	Science and Technology/Engineering
3	1,270	1,253	—
4	1,391	1,393	—
5	1,434	1,449	1,266
6	1,350	1,382	—
7	1,195	1,258	—
8	1,100	1,169	1,031
9	—	—	147
10	992	1,005	844

Table 4 shows the distribution of primary disabilities among MCAS-Alt participants. Slightly more than seventy percent of students who took MCAS-Alt had either an intellectual disability, autism, or multiple disabilities, with the remaining students accounted for in ten other disability categories.

Table 4. Nature of Primary Disability Among 2012 MCAS-Alt Participants in Grades 3-10^a

Primary Disability^b	Total Number of Students in Primary Disability Category	Number of MCAS-Alt Participants in Primary Disability Category (n)	Percentage of Total MCAS-Alt Participants in Primary Disability Category^c (n/9,386 x 100)	Percentage of Students in Primary Disability Category Who Took MCAS-Alt
Intellectual	6,666	3,168	33.8%	47.5%
Autism	7,138	2,479	26.4%	34.7%
Multiple Disabilities	2,753	976	10.4%	35.5%
Specific Learning Disabilities	39,355	527	5.6%	1.3%
Communication	18,089	595	6.3%	3.3%
Neurological	6,312	559	6.0%	8.9%
Emotional	10,226	261	2.8%	2.6%
Health	12,822	264	2.8%	2.1%
Developmental Delay	1,876	236	2.5%	12.6%
Sensory/Hard of Hearing or Deaf	704	98	1.0%	13.9%
Physical	782	83	0.9%	10.6%
Unidentified Disability	N/A	88	0.9%	N/A
Sensory/Vision Impairment or Blind	366	31	0.3%	8.5%
Sensory/Deaf-Blind	89	21	0.2%	23.6%
Total	107,178	9,386	100.0%	8.8%

^a The number of MCAS-Alt participants includes all students who took MCAS-Alt in at least one subject.

^b Primary disability data were reported by districts to the Department's Student Information Management System (SIMS) in March and June 2012.

^c Percentages of participants by primary disability may not add to 100 percent due to rounding.

IV. 2012 MCAS-Alt Student Results

The lowest achievement level for students taking the standard MCAS tests is *Warning/Failing*. MCAS-Alt results are reported in one of three subcategories of *Warning/Failing* called *Progressing*, *Emerging*, and *Awareness*. These three achievement levels provide meaningful information to interpret the achievement of students whose performance is below grade-level expectations. See Appendix D for descriptions of the achievement levels.

In 2012, the majority of students with significant disabilities performed at the *Progressing* level, indicating that they demonstrated their attainment of challenging academic goals at high levels of accuracy and independence, although these goals were below the grade-level expectations for nondisabled students. 2012 MCAS-Alt results are summarized below.

- Across all grades, the percentage of students who scored *Progressing* was:
 - 80.6 percent in ELA
 - 80.2 percent in Mathematics
 - 77.5 percent in Science and Technology/Engineering (grades 5 and 8)
 - 59.3 percent in high school Science and Technology/Engineering
- The percentage of students who scored *Emerging* was:
 - 8.7 percent in ELA
 - 6.3 percent in Mathematics
 - 13.3 percent in Science and Technology/Engineering (grades 5 and 8)
 - 16.2 percent in high school Science and Technology/Engineering
- The percentage of students who scored *Awareness* was:
 - 0.8 percent in ELA
 - 1.0 percent in Mathematics
 - 0.6 percent in Science and Technology/Engineering (grades 5 and 8)
 - 1.4 percent in high school Science and Technology/Engineering
- Overall, 11.4 percent of students who participated in the MCAS-Alt scored *Incomplete*, indicating that their portfolios did not include the requisite evidence to generate an overall achievement level in the subject being assessed.

Appendix A displays achievement level results by grade and subject.

Appendix B displays the number and percentage of students in each grade and subject who took alternate assessments based on either *alternate achievement standards* (i.e., working **below** grade-level expectations) or *grade-level achievement standards* (i.e., working **at or close to** grade-level expectations).

V. Competency Determination Portfolios

While the majority of students who participate in MCAS-Alt achieve learning standards that are below the level of complexity of their grade-level peers, each year a small number of students who participate in the high school MCAS-Alt meet the state's minimum passing standard for high school graduation and earn a Competency Determination (CD). Students who participate in the MCAS-Alt are eligible to earn a CD if they demonstrate a level of knowledge and skills comparable to that of a student who has passed the standard grade 10 MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering. Portfolios are evaluated by panels of content area experts to ensure that they meet the appropriate standard of performance in that subject. Specific requirements for submission of portfolios for the CD are described in the *Educator's Manual for MCAS-Alt*.

Alternate assessments guide educators to provide opportunities for students to learn the standards required to meet the state's graduation requirement. It is not anticipated, however, that the majority of students with significant cognitive disabilities will earn a CD, because most are working well below grade-level expectations. Students may elect, but are not required, to resubmit their portfolios either in English Language Arts, Mathematics, and/or Science and Technology/Engineering each year beyond grade 10 until they have achieved an achievement level of *Needs Improvement*, or have exited publicly funded education. Table 5 shows the number of students who have earned an achievement level of *Needs Improvement* or higher on their MCAS-Alt portfolios since 2001.

Table 5. Number of Students Who Participated in MCAS-Alt and Met the Competency Determination Requirement in Each Subject

Subject	Year												Total (2001– 2012)
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
English Language Arts	8	8	11	3	13	5	10	4	8	8	3	1	82
Mathematics	3	1	15	6	10	12	10	14	10	7	3	1	92
Science and Technology/Engineering	—	—	—	—	—	—	0	3	14	12	11	5	45

Note: STE was added to the Competency Determination requirement beginning with the class of 2010.

VI. MCAS-Alt and PPI Determinations

The participation and performance of students who take alternate assessments are included in determinations of school and district progress and performance index (PPI) results, using the indices shown in Tables 6.

In calculating PPI, each school and district is assigned a 100-point index for each student subgroup based on their achievement and growth/improvement in ELA, mathematics, and STE; and for high schools, graduation and dropout rates. All districts, schools and subgroups are expected to reduce the gap by half between the 2011 CPI baseline and proficiency for all students (100 percent) by the 2016–2017 school year.

Students assessed on the MCAS-Alt receive Composite Performance Index points for the purpose of determining PPI according to the guidelines below. This provision should not be confused with existing state requirements to meet the Competency Determination standard, nor should this be misinterpreted as a quota or cap on the number of students who may take alternate assessments.

Table 6 Assignment of Composite Performance Index Points

Students taking standard MCAS tests and MCAS-Alt participants who do not have significant cognitive disabilities			MCAS-Alt participants with significant cognitive disabilities	
MCAS Scaled Score	Achievement Level	CPI Points Awarded	MCAS-Alt Achievement Level	CPI Points Awarded
240–280	Proficient and Advanced	100	Progressing (for certain disability types) ¹	100
230–238	Needs Improvement – High	75	Progressing (for certain disability types) ² and Emerging	75
220–228	Needs Improvement – Low	50	Awareness	50
210–218	Warning/Failing – High	25	Portfolio Incomplete	25
200–209	Warning/Failing – Low	0	Portfolio Not Submitted	0

¹ Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

² Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, Neurological

Since 2010, the U.S. Department of Education requires that the total number of students taking the MCAS-Alt who receive 100 CPI points and are included in PPI determination may not exceed one percent of the total number of students assessed. To meet this requirement, the following policy changes have been implemented.

1. The Department will assign 100 CPI points only to students who score *Progressing* on the MCAS-Alt, and who have been identified through the Student Information Management System (SIMS) as having the following **primary disabilities**: *Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay*, and whose **level of need** for special education services has been reported as *High*. These students are most likely to have significant cognitive disabilities, and as a result, their academic performance is measured by “alternate achievement standards.” The Department will further prioritize among these students, as needed, to reach a total of one percent, based on the nature of disability and reported level of need for special education services.
2. The Department will assign 75 CPI points to students who score *Progressing* (from the above categories, but with lower levels of need) as well as those who have been identified in SIMS as having the following primary disabilities: *Sensory/Hard of Hearing or Deaf, Communication, Sensory/Vision Impairment or Blind, Emotional, Physical, Health, Specific Learning Disabilities, or Neurological*.
3. All other students with disabilities assessed using the MCAS-Alt who do not score at the *Progressing* level will be assigned CPI points as follows: students scoring at the *Emerging* level receive 75 CPI points, *Awareness* 50 CPI points, and *Incomplete* 25 CPI points.

VII. Resources and Professional Development for Educators

The Department sponsors approximately 16 regional training sessions annually for educators responsible for conducting MCAS-Alt. In addition, technical assistance is available throughout the school year from the Department's Student Assessment Services office and from members of the MCAS-Alt Teacher Network who are available to assist their colleagues across the state.

Notices of training opportunities are sent by fax and email newsletters and are posted at www.doe.mass.edu/mcas/alt/resources.html. Publications related to MCAS-Alt are available on the Department's website at www.doe.mass.edu/mcas/alt and are distributed at Department training sessions.

Assistance for educators conducting MCAS-Alt is available by contacting the Department by email at mcas@doe.mass.edu or by phone at 781-338-3625, or by contacting the MCAS Service Center at 800-737-5103.

Appendix A. 2012 MCAS-Alt Achievement Level Results by Grade *

Table 7. 2012 MCAS-Alt Achievement Level Results: Grade 3

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	108	8.5	125	10
Awareness	8	0.6	9	0.7
Emerging	61	4.8	59	4.7
Progressing	1,090	85.8	1,060	84.4
Needs Improvement	3	0.2	3	0.2
Proficient	0	0	0	0
Advanced	0	0	0	0
Total	1,270	100	1,256	100

^a Percentages may not add up to 100 percent due to rounding.

Table 8. 2012 MCAS-Alt Achievement Level Results: Grade 4

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	67	4.8	135	9.7
Awareness	13	0.9	16	1.1
Emerging	137	9.8	79	5.7
Progressing	1,175	84.4	1,165	83.5
Needs Improvement	1	0.1	1	0.1
Proficient	0	0	0	0
Advanced	0	0	0	0
Total	1,393	100	1,396	100

^a Percentages may not add up to 100 percent due to rounding.

Table 9. 2012 MCAS-Alt Achievement Level Results: Grade 5

	English Language Arts		Mathematics		Science and Technology/ Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Incomplete	137	9.5	135	9.3	79	6.2
Awareness	13	0.9	16	1.1	5	0.4
Emerging	70	4.9	56	3.9	145	11.4
Progressing	1,215	84.7	1,244	85.7	1,040	82
Needs Improvement	0	0	1	0.1	0	0
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Total	1,435	100	1,452	100	1,269	100

^a Percentages may not add up to 100 percent due to rounding.

* Results for first-year ELL students are included in these summaries if they submitted a portfolio.

Table 10. 2012 MCAS-Alt Achievement Level Results: Grade 6

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	146	10.8	146	10.5
Awareness	13	1	13	0.9
Emerging	61	4.5	63	4.5
Progressing	1,131	83.7	1,160	83.7
Needs Improvement	0	0	4	0.3
Proficient	0	0	0	0
Advanced	0	0	0	0
Total	1,351	100	1,386	100

^a Percentages may not add up to 100 percent due to rounding.

Table 11. 2012 MCAS-Alt Achievement Level Results: Grade 7

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Incomplete	105	8.8	230	18.3
Awareness	2	0.2	15	1.2
Emerging	184	15.4	55	4.4
Progressing	905	75.7	955	75.8
Needs Improvement	0	0	5	0.4
Proficient	0	0	0	0
Advanced	0	0	0	0
Total	1,196	100	1,260	100

^a Percentages may not add up to 100 percent due to rounding.

Table 12. 2012 MCAS-Alt Achievement Level Results: Grade 8

	English Language Arts		Mathematics		Science and Technology/ Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Incomplete	105	8.8	230	18.3	119	11.5
Awareness	12	1.1	14	1.2	9	0.9
Emerging	45	4.1	43	3.7	161	15.6
Progressing	888	80.7	955	81.6	743	72
Needs Improvement	0	0	0	0	0	0
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Total	1,100	100	1,170	100	1,032	100

^a Percentages may not add up to 100 percent due to rounding.

* Results for first-year ELL students are included in these summaries if they submitted a portfolio.

Table 13. 2012 MCAS-Alt Achievement Level Results: Grades 9 and 10

	English Language Arts	Grade 10 Arts		Grade 10 Mathematics	Grades 9 and 10 Science and Technology/Engineering
	Number	Percent ^a	Number	Percent ^a	Number Percent ^a
Incomplete	139	14	161	16	219 22.1
Awareness	11	1.1	11	1.1	14 1.4
Emerging	195	19.7	202	20.1	164 16.5
Progressing	647	65.2	631	62.8	594 59.8
Needs Improvement	0	0	0	0	2 0.2
Proficient	0	0	0	0	0 0
Advanced	0	0	0	0	0 0
Total	992	100	1,005	100	993 100

^a Percentages may not add up to 100 percent due to rounding.

Table 14. 2012 MCAS-Alt Achievement Level Results: Grades 11 and 12^a

	English Language Arts	Mathematics		Science and Technology/Engineering
	Number	Percent ^b	Number	Number Percent ^b
Incomplete	9	18.8	17	16 29.7
Awareness	0	0	0	0 1.4
Emerging	9	18.8	5	4 18.9
Progressing	29	60.4	25	21 43.2
Needs Improvement	1	2.1	0	3 6.8
Proficient	0	0	1	0 0
Advanced	0	0	0	0 0
Total	48	100	48	44 100

^a Includes results through November 2012.

^b Percentages may not add up to 100 percent due to rounding.

* Results for first-year ELL students are included in these summaries if they submitted a portfolio.

Appendix B. 2012 MCAS and MCAS-Alt Participation by Grade and Subject

Table 15. Participation in 2012 MCAS and MCAS-Alt: Grade 3

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	69,439	98.2	69,510	98.2
MCAS-Alt, based on grade-level achievement standards	8	0.01	9	0.01
MCAS-Alt, based on alternate achievement standards	1,262	1.78	1,244	1.76
Total students assessed	70,709	100	70,763	100

^a Percentages may not add up to 100 percent due to rounding.

Table 16. Participation in 2012 MCAS and MCAS-Alt: Grade 4

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	68,873	98.0	69,032	98.0
MCAS-Alt, based on grade-level achievement standards	5	0.01	4	0.01
MCAS-Alt, based on alternate achievement standards	1,386	1.97	1,389	1.97
Total students assessed	70,264	100	70,425	100

^a Percentages may not add up to 100 percent due to rounding.

Table 17. Participation in 2012 MCAS and MCAS-Alt: Grade 5

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	69,989	98	70,035	98	70,107	98.2
MCAS-Alt, based on grade-level achievement standards	11	0.02	13	0.02	8	0.01
MCAS-Alt, based on alternate achievement standards	1,423	1.99	1,436	2.01	1,258	1.76
Total students assessed	71,423	100	71,484	100	71,373	100

^a Percentages may not add up to 100 percent due to rounding.

Table 18. Participation in 2012 MCAS and MCAS-Alt: Grade 6

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	70,239	98.1	70,258	98.1
MCAS-Alt, based on grade-level achievement standards	8	0.01	13	0.02
MCAS-Alt, based on alternate achievement standards	1,342	1.87	1,369	1.91
Total students assessed	71,589	100	71,640	100

^a Percentages may not add up to 100 percent due to rounding.

Table 19. Participation in 2012 MCAS and MCAS-Alt: Grade 7

	English Language Arts		Mathematics	
	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	70,554	98.3	70,694	98.3
MCAS-Alt, based on grade-level achievement standards	8	0.01	11	0.02
MCAS-Alt, based on alternate achievement standards	1,187	1.65	1,247	1.73
Total students assessed	71,749	100	71,952	100

^a Percentages may not add up to 100 percent due to rounding.

Table 20. Participation in 2012 MCAS and MCAS-Alt: Grade 8

	English Language Arts		Mathematics		Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	71,656	98.5	71,536	98.4	71,504	98.6
MCAS-Alt, based on grade-level achievement standards	8	0.01	11	0.02	5	0.01
MCAS-Alt, based on alternate achievement standards	1,092	1.5	1,158	1.59	1,026	1.41
Total students assessed	72,756	100	72,705	100	72,535	100

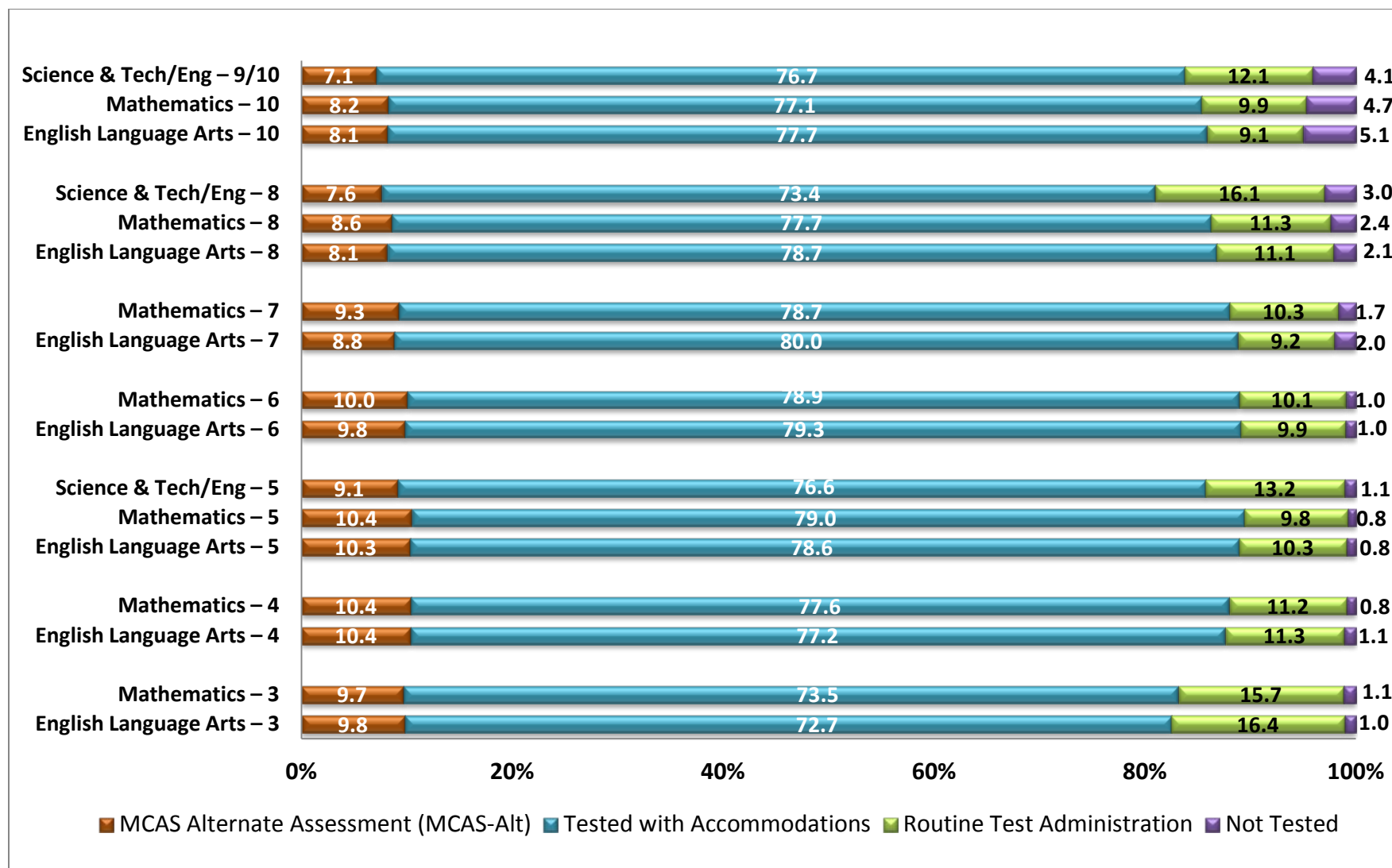
^a Percentages may not add up to 100 percent due to rounding.

Table 21. Participation in 2012 MCAS and MCAS-Alt: Grades 9 and 10

	Grade 10 English Language Arts		Grade 10 Mathematics		Grades 9 and 10 Science and Technology/Engineering	
	Number	Percent ^a	Number	Percent ^a	Number	Percent ^a
Standard MCAS test	68,106	98.6	68,054	98.5	69,186	98.6
MCAS-Alt, based on grade-level achievement standards	6	0.01	5	0.01	6	0.01
MCAS-Alt, based on alternate achievement standards	986	1.43	1,000	1.45	981	1.4
Total students assessed	69,098	100	69,059	100	70,176	100

^a Percentages may not add up to 100 percent due to rounding.

Appendix C
2012 MCAS: Rate and Method of Participation by Students with Disabilities
 (Percentages of total students with disabilities in each grade)



Appendix D. MCAS- Alt Achievement Levels and Descriptors

The MCAS-Alt achievement levels shown below are reported for each assessed subject based on scores obtained using the *Rubric for Scoring Portfolio Strands* (see Appendix E).

Achievement Level	Descriptor
Incomplete	The student's portfolio did not include the requisite evidence and information to allow an achievement level to be determined in the content area.
Awareness	The student demonstrates very little understanding of learning standards in the Massachusetts curriculum frameworks in the content area (as indicated in the alternate assessment portfolio). The student requires extensive prompting and assistance, and performance is primarily inaccurate.
Emerging	The student demonstrates a simple understanding of a limited number of learning standards in the Massachusetts curriculum framework in the content area at below-grade-level expectations (as indicated in the alternate assessment portfolio). The student requires frequent prompting and assistance, and performance is limited and inconsistent.
Progressing	The student demonstrates a partial understanding of a limited number of learning standards in the Massachusetts curriculum framework in the content area, and addresses below-grade-level expectations (as indicated in the alternate assessment portfolio). The student appears to be receiving challenging instruction and is steadily learning new skills, concepts, and content. The student requires minimal prompting and assistance, and the performance is fundamentally accurate.
*Needs Improvement	The student demonstrates a partial understanding of subject matter in the Massachusetts curriculum framework in the content area and solves some simple problems at grade-level expectations.
*Proficient	The student demonstrates a solid understanding of challenging subject matter in the Massachusetts curriculum framework in the content area and solves a wide variety of problems at grade-level expectations.
*Advanced	The student demonstrates a comprehensive and in-depth understanding of subject matter in the Massachusetts curriculum framework in the content area and provides sophisticated solutions to complex problems at grade-level expectations.
* In order to earn a Competency Determination, students must achieve a score of either <i>Proficient</i> on the grade 10 English Language Arts and Mathematics tests, or a score of <i>Needs Improvement</i> , and satisfy the requirements of an Educational Proficiency Plan; for Science and Technology/Engineering, students must achieve a score of <i>Needs Improvement</i> on one of four high school STE tests.	

Appendix E. 2012 MCAS-Alt Rubric for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio strand reflects little or no basis in, or is unmatched to, curriculum frameworks learning standard(s) required for assessment.	Student primarily addresses social, motor, and communication “access skills” during instruction based on curriculum frameworks learning standards in this strand.	Student addresses curriculum frameworks learning standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum frameworks learning standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum frameworks learning standards (3 or more) at grade-level expectations in this strand.
	M	1	2	3	4
Demonstration of Skills and Concepts	The portfolio strand contains insufficient information to determine a score.	Student’s performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).	Student’s performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).	Student’s performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).	Student’s performance is accurate and is of consistently high quality in this strand (76–100% accurate).
Independence	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76–100% independent).
Self-Evaluation	The portfolio strand does not show evidence of self-correction, task-monitoring, goal-setting, and reflection in this content area.	<i>Student infrequently self-corrects monitors, sets goals, and reflects in this content area— only</i>			

		<p><i>one example of self- evaluation was found in this strand.</i></p>	
Generalized Performance		<p>Student demonstrates knowledge and skills in one context, or uses one approach and/or method of response and participation in this strand.</p>	<p>Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation In this strand.</p>